

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 1 2020-21
SHAMBLEHURST PRIMARY SCHOOL

Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"> ● Seek out and enjoy challenges ● Collaborate with others ● To show commitment and perseverance ● To assess themselves and others 	<ul style="list-style-type: none"> ● To speak clearly and convey ideas ● To read and communicate in writing efficiently and effectively ● To calculate efficiently and apply skills to solve problems ● To use new technologies confidently, purposefully and safely 	<ul style="list-style-type: none"> ● To ask questions to extend their thinking ● To generate ideas and explore possibilities ● To overcome barriers by trying out alternatives or new solutions ● To connect ideas and experiences in inventive ways

<u>Concepts</u>	Resilience also taught through P4C	Creativity	Change	Pride
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Enquiry Question
Is art only created by famous people?

Mind-map

Global Neighbour

Assemblies linked to key global issues (resources from the Christian Aid website)

Link to Harvest and RE work- possible link with Hedge End Methodist Church
Food bank in local community

English

Mad about Dinosaurs - Giles Andreae

Slowly Slowly Slowly sloth - Eric Carle

Autumn 2 texts- TBC

*Is art only created
by famous people?*

Lead Curriculum subject 3

Music

Using Charanga Music Education

Zoo time

Hey you!

Lead Curriculum subject 2

PSHE

Living in the Wider World – rules, rights and responsibilities

Relationships – feelings and emotions

Relationships – Valuing Difference

Lead Curriculum subject 1

ART

-Learn the primary colours through exploration with a variety of media, e.g. paint, pencils, collage materials.

-colour mixing

-Focus artists including

Matisse- collage/paint, Kandinsky- multi media and paint, Young artists from around the world e.g **Aelita Andre**

-create artworks in response to musical and visual stimuli including story books in the style of studied artists.

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>1-Understand that classroom rules help everyone to learn and be safe;</p> <ul style="list-style-type: none"> ● Explain their classroom rules and be able to contribute to making these. <p>2-Demonstrate responsibility in looking after something (e.g. a class pet or plant);</p> <ul style="list-style-type: none"> ● Explain the importance of looking after things that belong to themselves or to others. <p>3-Recognise that they belong to various groups and communities such as their family;</p> <ul style="list-style-type: none"> ● Explain how these people help us and we can also help them to help us. <p>4-1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>5-Recognise how others might be feeling by reading body language/facial expressions;</p>	<p>Using Scarf lesson plans including interactive resources (The Great Big Book of Families by Mary Hoffman- you tube) and books e.g ‘Looking after your planet’ Lauren Child/ ‘The pigeon wants a puppy’ Mo Williams.</p> <p>Using Red Cross website resources suggested by Scarf lesson plans.</p> <p>Circle time games and SCARF video resources to teach the skills.</p>	<p>In classrooms displays and in children’s enquiry books, activities linked to the themes of the lesson and the enquiry concepts. Children can access Seesaw to record ideas verbally or to photograph role play/drama activities.</p> <p>3- children will make a ‘special balloon’ poster showing their important people.</p> <p>4-Children will be able to talk about basic first aid</p> <p>5-children will be able to talk about who can help them when they have different emotions- they will identify people at home and in school- a class display will help children to remember the feelings they may have.</p> <p>6-discussion</p>

<p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>6- Recognise how a person's behaviour (including their own) can affect other people.</p> <p>7-Identify some of the people who are special to them;</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p>8- Recognise that people's bodies and feelings can be hurt;</p> <p>Suggest ways of dealing with different kinds of hurt.</p> <p>9- Value and Difference</p> <p>Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p> <p>10-Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p> <p>Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p>		<p>7-children will make and deliver cards to a special person, they will review how this was received and how it made them feel.</p> <p>8-children will play a matching game and verbalise their thoughts around what to do if you get hurt.</p> <p>10-children make a recipe for friendship</p>
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11- Identify the differences and similarities between people;

Empathise with those who are different from them;

Begin to appreciate the positive aspects of these differences.

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>KS1:</p> <ul style="list-style-type: none"> ● Use drawing, painting, collage and sculpture to develop and share ideas ● Develop techniques using colour, pattern, texture, line, shape, form and space ● Learn about artists, designers and craft makers commenting on their work. <p>To begin to know about some artists. To begin to know suitable materials to design and make products. Know the primary colours.</p> <p>Exploring, developing, evaluating ideas: Begin to record and explore their own ideas. Ask / answer questions about what they observe</p> <p>Drawing: Learn how to use a range of implements in different ways</p> <p>Painting: Begin to explore technique and tools</p> <p>Printing: Begin to explore printing using a range of materials, corks, sponge, rollers.</p> <p>Collage: Begin to create images from a variety of sources and materials</p>	<p>Children are exposed to the work of a selection of artists, to explore their style and techniques- cross curricular link to history to plot these artists on a time line.</p> <p>Exploration of the colour mixing through learning challenges e.g How many colours can you make with red, yellow, blue, what happens if you have white? (CONCEPT LINK-CHANGE)</p> <p>Using the book stimulus ‘Ish’ by Peter H Reynold. Children then complete a range of observational drawings. (CONCEPT LINK-PRIDE)</p> <p>Using ‘The Dot’ by Peter Reynold. The children will start with a ‘dot’ and then create their own art work. --linking to the artist study of Kandinsky (painted circles and colour mixing. (CONCEPT LINK CREATIVITY & CHANGE)</p> <p>Whilst studying Matisse- children will explore the technique of collage, along with colour mixing, to create work following their interests e.g. animals in the rainforest.</p>	<p>Experimenting to replicate the same skills Discussion of the artist’s work Practising the skills within own learning time</p> <p>Mini art galleries within school</p>

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p><u>Hey You!</u></p> <p>To know 5 songs off by heart.</p> <ul style="list-style-type: none"> ● To know what the songs are about. ● To know and recognise the sound and names of some of the Instruments they use. <p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> ● To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<p>Using the Charanga Music Education including interactive resources to provide the children with high quality music lessons.</p> <p>Children will learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ol style="list-style-type: none"> 1. Find the pulse. Choose an animal and find the pulse. 2. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. 3. Create rhythms for others to copy. 4. Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat. 	<p>Children will be able to talk about the differences between pulse, rhythm and pitch.</p> <p>Children will be able use pulse, rhythm and pitch.</p> <p>Children can access Seesaw to record ideas verbally or to record their activities.</p>

<p>Learn the names of the notes in their instrumental part from memory or when written down.</p>	<ul style="list-style-type: none">● Treat instruments carefully and with respect.● Play a tuned instrumental part with the song they perform.● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).● Listen to and follow musical instructions from a leader.● Learn the names of the instruments they are playing.	
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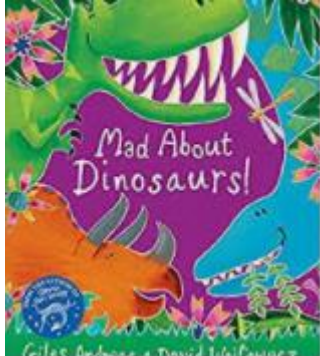
Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<ul style="list-style-type: none"> • Ask and explore ‘big questions’ about suffering, inequality and justice with reference to particular global issues - • • Work with a church, community group or international organisation to raise awareness of issues surrounding global injustice and take action together in ways that engage the whole school, parents/carers and wider community. • 	<p>Through collective worship/class assembly times children will be exposed to global issues such as;</p> <ul style="list-style-type: none"> -the importance of water -how ‘harvest’ affects those around the world. -develop an understanding of refugees through story books and P4c lessons around rights and responsibilities of all <p>Use of the Christain Aid teaching resources to lead these assemblies and discussions.</p> <p>School to develop links with Hedge End Methodist church- to support and work alongside throughout ‘Harvest’ time.(link to RE curriculum)</p>	<p>Children will be able to talk about their collective worships and the issues discussed- they may make reference to displays to support this.</p> <p>Ideas and discussions may be recorded on Seesaw, or within the classroom display.</p> <p>When appropriate children may make voice recordings on the learning platform Seesaw.</p>

Additional Learning opportunities

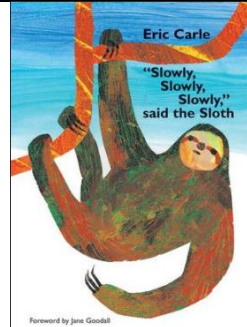
NC Subject	Skills/Knowledge	Outcomes
<p>Geography</p>	<p><u>Place Knowledge</u> Name the town I live in and where my school is on a map of my town. Draw your route to school on a map, using simple locational and directional language</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the 7 continents and 5 oceans. Use simple compass directions – North South East and West Use locational and directional language – near, far, left and right to describe the location of features and routes on a map Use aerial photographs of Hedge End to find out where they live, where Shamblehurst is placed and other landmarks.</p>	<p>Learn the continent song Using maps - children will be able to identify where the UK is, including other continents. children make maps of the local area- construction area enhanced with photos of shops in the local area.</p>

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English Learning Journey

<p><u>Year 1 - Autumn 1 Week 2 and 3</u></p> <p><u>English learning journey</u></p> <p><u>Outcome: adjective writing / Sentence writing including descriptive language</u></p>	<p><u>Text driver:</u></p> 	<p>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none">● <i>Spell words containing each of the 40+ phonemes already taught</i>● <i>(phonetically plausible)</i> <p>Composition</p> <ul style="list-style-type: none">● Say out loud what they are going to write about● Discuss what they have written with the teacher or other pupils● Compose a sentence orally before writing it <p>VGP</p> <ul style="list-style-type: none">● Leave spaces between words● Use capital letter for names● Begin to punctuate sentences using a capital letter and a full stop <p>Key reading objectives from NC:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</p>
<p><u>Year 1</u></p> <p><u>English learning journey</u></p> <p><u>Outcome: Caption writing</u></p>	<p><u>Text driver:</u></p>	<p>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none">● <i>Spell words containing each of the 40+ phonemes already taught</i>● <i>(phonetically plausible)</i> <p>Composition</p>

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- Discuss what they have written with the teacher or other pupils
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VGP

- Leave spaces between words
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Key reading objectives from NC:

Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.